

Avantaj Yo Lè ou Bileng

Yon Head Start aktyèlman sèvi plis pase 300,000 timoun ki ap aprann pale de lang (DLLs) nan 87.4 pouzan salklas li yo (Office of Head Start, 2011). Dokiman sa a fè yon lis kèk rezon ki fè bilengwis se yon atou pou kèk endividé, fanmi yo, epi tout sosyete nou an. Anplwaye Head Start yo ka pataje avantaj bilengwis ki genyen ak fanmi yo, jwenn fason pou sipòte lang ke timoun yo pale lakay, epi ankouraje fanmi yo pou kenbe lang pa yo fo.



Avantaj: Yon apèsi

Entèlektyèl



Endividé ki bileng Yo chanje ant de system lang diferan. Sèvo yo trè aktif epi fleksib (Zelasko ak Antunez, 2000).

Rechèch montre tou ke moun ki bileng gen yon tan ki pli fasil

- konprann konsèp matematik ak rezoud pwoblèm mo pi fasil (Zelasko ak Antunez, 2000);
- devlope aptitud pou panse ki solid (Kessler ak Quinn, 1980);
- fè lojik (Bialystok and Majumder, jan sa site nan Castro, Ayankoya, & Kasprzak, 2011);
- konsantre, sonje, epi yo pran desizyon (Bialystok, 2001);
- panse avèk lang (Castro et al., 2011); epi
- aprann lòt lang (Jessner, 2008).

Anplis de sa, rechèch endike ke bilengwis ka retade aparisyon Maladi alzaymè a (Dreifus, 2011).

Sosyal-Emosyonèl



Vini tounen bileng sipòte timoun pou kenbe bon lyen ki solid avèk

- tout fanmi an,
- kilti, ak
- kominote yo.

Tout sa yo se pati enpòtan nan devlope idantite timoun yo (Zelasko ak Antunez, 2000). Timoun Bileng yo tou kapab fè nouvo zanmi epi kreye relasyon solid nan dezyèm lang yo—yon konpetans pèsònèl enpòtan nan sosyete divès nou an k ap ogmante de pli zan pli.

Finalman, rechèch ki resan te jwenn ke timoun ki leve nan kay bileng yo montre pi bon kontwòl tèt yo (Kovács ak Mehler, 2009), ki se yon endikatè enpòtan nan siksè lekòl.

Aprantisaj



Preparasyon pou lekòl ak siksè pou timoun ki se aprantisè lang doub(DLLs) mare dirèkteman nan metriz nan lang lakay yo (Zelasko ak Antunez, 2000).

Timoun Bileng benefisyé akademikman nan plizyè fason. Paske yo kapab chanje ant plizyè lang, yo devlope apwòch ki pi fleksib nan panse atravè pwoblèm. Kapasite pou yo li ak panse nan de lang diferan fè pwomosyon pi wo nivo nan panse abstrè, sa ki enpòtan anpil nan aprann (Diaz, 1985).

Lis la sou benefis bilengwis ap kontinye grandi. Rechèch Kouran montre ke moun ki itilize plis pase yon lang parèt pi bon nan inyore enfomas yon ki pa genyen rapò, yon benefis ki sanble egziste kòm byen bonè depi nan laj sèt mwa (Kovács ak Mehler, 2009). Panse nan yon dezyèm lang libere moun sòti nan prejije ak panse ki limite (Keysar, Hayakawa, & An, 2011).

Timoun ki aprann li lakay yo lang gen yon fondasyon solid pou bati sou li lè yo aprann yon dezyèm lang. Yo ka fasilman transfere konesans yo sou lekti nan dezyèm lang yo (Páez ak Rinaldi, 2006).

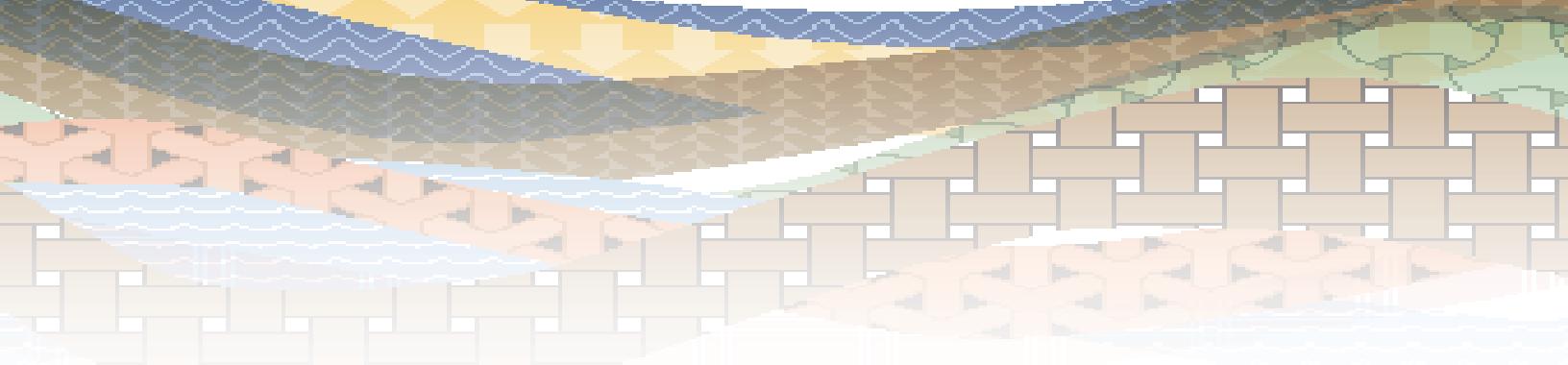
Global



Yon mwatye rive nan de tyè granmoun atravè lemond lan pale omwen de lang (Zelasko ak Antunez, 2000). Nan sositè mondyal nou an, yo gen anpil avantaj. Granmoun bileng yo gen plis opòtinite pou travay atravè lemond pase granmoun ki pale yon lang (Zelasko ak Antunez, 2000). Rechèch montre menm ke yo touche yon mwayèn de \$7,000 anplis chak ane pase kamarad yon lang yo (Fradd, 2000).

Endividji Bileng yo gen opotinite pou

- patisipe nan kominate mondyal la nan plis fason,
- jwenn enfòmasyon ki soti nan plis kote, ak
- aprann plis sou moun ki sòti nan lòt kilti.



Referans

- Administration for Children and Families: Office of Head Start. U.S. Department of Health and Human Services. (2008). Dual Language Learning: What Does It Take? Head Start Dual Language Report. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Learning%20in%20Two%20Languages/DLANA_final_2009%5B1%5D.pdf
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. Cambridge, UK: Cambridge University Press.
- Castro, D. C., Ayankoya, B., & Kasprzak, C. (2011). *The new voices/Nuevas voces: Guide to cultural and linguistic diversity in early childhood*. Baltimore, MD: Brookes.
- Diaz, R. (1985). The intellectual power of bilingualism. In Southwest Hispanic Research Institute, *Second language learning by young children*. Albuquerque, NM: University of New Mexico.
- Dreifus, C. (2011, May 30). The bilingual advantage. Interview with Ellen Bialystok. *The New York Times*. Retrieved from http://www.nytimes.com/2011/05/31/science/31conversation.html?_r=1
- Fradd, S. (2000). Developing a language-learning framework for preparing Florida's multilingual work force. In S. Fradd, (Ed.), *Creating Florida's multilingual global work force*, 3. Miami: Florida Department of Education.
- Jessner, U. (2008). Teaching third languages: Findings, trends, and challenges. Université de Lausanne. doi:10.1017/S0261444807004739
- Kessler, C., & Quinn, M. E. (1980). Positive effects of bilingualism on science problem-solving abilities. In J. E. Alatis, (Ed.), *Current issues in bilingual education*. Washington, DC: Georgetown University Press.
- Keysar, B., Hayakawa, S. L., & An, S. (2011). The foreign-language effect: Thinking in a foreign tongue reduces decision biases. *Psychological Science*, 23, 661–668. doi:10.1177/0956797611432178
- Kovács, A. M., & Mehler, J. (2009). Cognitive gains in 7-month-old bilingual infants. *Proceedings of the National Academy of Sciences*, 106(16), 6556–6560.
- Páez, M. & Rinaldi, C. (2006). Predicting English word reading skills for Spanish-speaking students in first grade. *Topics in Language Disorders*, 26(4), 338–350.
- Raguenaud, V. (2009). *Bilingual by choice: Raising kids in two (or more!) languages*. Boston: Nicholas Brealey Publishing.
- Zelasko, N., & Antunez, B. (2000). If your child learns in two languages. National Clearinghouse for Bilingual Education. Retrieved from http://www.ncela.gwu.edu/files/uploads/9/IfYourChildLearnsInTwoLangs_English.pdf